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AUTHOR Wulff, Kenneth R.
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ABSTRACT

An updated version of Taba's 1966 "Social Studies Inference Test" and "Application of Principles Test" for elementary students is studied. The original tests measured students' abilities to generalize and draw inferences from short paragraphs containing data relevant to social studies. The "Social Studies Inference Test" specifically measured students' ability to discriminate between various items given in the problem and to recognize the limits of the data and not over-generalize. The method used in the current research was to develop new stories from which over 200 students in grades 4-6 could draw generalizations and inferences. Strengths and weaknesses of the modified tests are listed and summary statistics on raw scores of each test instrument are reported. Results of the "Social Studies Inference Test" indicated that the new stories were easier for the students to understand, that the test is fairly reliable, and that the test efficiency should be upgraded. Results of the "Application of Principles Test" indicated fair efficiency, appropriate difficulty, but poor reliability and poor standard error of measurement. Copies of the modified test instruments are included. Additional testing, test development, and story development is recommended. (Author/DB)

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A PROGRESS REPORT
MODIFICATION OF TABA'S APPLICATION
OF PRINCIPLES AND SOCIAL STUDIES
INFERENCE TESTS

by

Kenneth R. Wulff
Kent State University

50009831

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A PROGRESS REPORT
MODIFICATION OF TABA'S APPLICATION
OF PRINCIPLES AND SOCIAL STUDIES
INFERENCE TESTS

In 1966, Hilda Taba's work in Teaching Strategies and Cognitive Functioning in Elementary School Children was released. The study was a sequel to the Taba, Levine, and Elzey study of 1964. In this study a new test, The Application of Principles Test, was devised to be used with additions and modifications of the original Social Studies Inference Test.

The purpose of this study was to update Taba's 1966 version of the tests. The original tests were useful to social studies teachers but quickly became out of date. Data provided from the results of these tests can continue to be useful to educators today. As a result, the current research was commenced.

The Social Studies Inference Test was designed to measure several aspects of the processes involved in drawing inferences from data which are unfamiliar to students. Scores are yielded on the following:

- (1) the ability to discriminate between various items given in the problem;
- (2) the ability to draw inferences;
- (3) the ability to recognize the limits of the data and not over-generalize or be over-cautious;
- (4) the tendency to make errors which represent contradictions to information provided or suggested by the data.

The student was provided with a story describing a situation in which certain behaviors or events are interrelated. Following the story, a number of alternative inferences are presented, from which the student was to select valid inferences if he/she knew or understood the basic generalizations. The test provided an indirect test of the individual's ability to generalize. The pre- and posttest odd-even correlation coefficients ranged from .45 to .69. Taba reported that an effort was made to secure more breadth in the situations and therefore the 1966 form of the test was less internally consistent than the 1964 form. The stability coefficients ranged from .21 to .51. Taba felt the low coefficients could be explained from the following points: (1) considerable shifting within the groups may have occurred because of influences of the curriculum or (2) considerable shifting within the groups may have been caused by the relatively high error of measurement of the tests.

The Application of Principles Test was designed to measure the student's ability to generalize. In this test, the student was given a situation in the form of a short paragraph containing data relevant to social studies. Applying a generalization to a situation in this instance was tantamount to selecting the generalization which best explained the occurrences or events in the situation. After each situation, the student was presented with four generalizations. These generalizations have been written so that each situation has a correct generalization at a low order of abstraction, a correct generalization at a high order of abstraction, a correct generalization that was irrelevant to the situation, and a relevant but incorrect generalization. The student was then asked to select two generalizations that he/she thought best explained the events

in the situation. The score obtained was a generalization score based on the number and order of correct generalizations selected. The pre- and posttest odd-even correlation coefficients ranged from .60 to .73. The stability coefficients ranged from .43 to .54.

The presenter has utilized Tala's tests with 300 sixth grade students. (See Dissertation Abstracts 4702-A Education, 1970. Also see "Cognitive Development In Disadvantaged Students," The Journal of Educational Research, Volume 67, Number 7, March, 1974).

METHOD

Development of new stories and modification of original stories.

New stories were developed to supplement the original Inference Test. Specific situations centered on Voting, Mr. O's Construction Company, and Social Studies Teachers. Practicing classroom teachers, social studies supervisors, a pre-service teacher, and a university language arts professor aided in modifying the stories and checked the vocabulary level and sentence length of each new story.

Ohio and Iowa and Maine were two new stories added to the Principles Test. The same procedures outlined above were also employed.

Several major and minor modifications were made on the original tests. Changes on the Social Studies Inference Test included:

- (1) Mecano and Growland changed to Eastland and Westland;
- (2) Mr. Jones' Grocery Store to Mr. Anderson's;
- (3) Pambo and Tom removed as they also appeared in the Application of Principles Test. This was confusing to students;
- (4) Mr. Rand's Land to Mr. Keith's Land;
- (5) Pacific Island changed to Blue Island. Students wanted a specific name of an island;
- (6) The Koskis changed to the Romeros to reflect more up-to-date situations concerning recent immigrants.

Modifications of the Application of Principles Test included:

- (1) Henry to David;
- (2) Colombo and Harman changed to The People of Colombo and The People of Harman to add specifics to the story;

- (3) Mr. Jones changed from blacksmith to clerk in a small grocery store to reflect current employment;
- (4) The Ajax Company to The Machine Company to avoid confusion with Ajax cleanser. Also sexist language in original version removed.

Subjects

One hundred and seven students in grades four, five, and six were used as subjects for the Social Studies Inference Test and one hundred and thirty-three students in grades four, five, and six were used as subjects for the Social Studies Inference Test.

Students were from public elementary schools in Stark County, Ohio. School districts represented included a large metropolitan inter-racial school district, a rural local school district, a large (largest in the State of Ohio) suburban local school district, a local school district located in an industrial environment, and a local school district located in an Amish culture.

Test Instruments

Two test instruments, The Application of Principles Test and The Social Studies Inference Test, as modified, were utilized in this study. Form A and AA answer sheets were utilized.

Procedures

During the month of October, 1976, all subjects were administered the two test instruments. All test material was read aloud to the students. Answer sheets were completed and scored.

RESULTS

Following are the summary statistics on raw scores of the Social Studies Inference Test.

N = 107	
Efficiency	0.435
Mean Item easiness	0.438
Mean discrimination index	0.223
Mean correlation coefficient	0.191
Mean	30.252
Median	30.063
Skewness	0.313
Kurtosis	- 0.279
Standard Deviation	6.201
Standard Error	3.852
KR-20 estimate of reliability	0.614

The results indicated the following strengths of the test:

- (1) The mean item easiness indicates the items are of appropriate difficulty.
- (2) The skewness indicated the distribution is relatively symmetric.
- (3) The Kurtosis illustrated the curve height is fairly normal.
- (4) The Standard Deviation showed a good distribution.
- (5) KR-20 indicated a fair reliability.

In addition, the following results indicated weaknesses in the test:

- (1) The Efficiency is rated poor.
- (2) The Mean Discrimination Index indicates poor discrimination.
- (3) The Mean Correlation Coefficient indicates low relationship with the total test score.
- (4) The Standard Error of Measurement is poor.

ITEM ANALYSIS
(N = 107)

RESPONSES

ITEM NUMBER	ONE Probably True %	TWO Probably False %	THREE Can't Tell %	OMIT %
161	24*	26	49	0
162	3	20	75*	0
163	27	37*	33	0
164	18*	25	54	1
165	21	13	66*	0
166	27	46	27*	0
167	7	62*	32	0
168	4	58*	38	0
169	12	46*	42	0
170	7	31*	62	0
171	9	54*	36	0
172	9	42*	49	0
173	69	14	17*	0
174	17*	26	56	1
175	10	53*	36	0
176	13	50*	36	0
177	35	28*	37	0
178	23	25	50*	0
179	61*	07	32	1
180	22	36*	41	0
181	36	27	37*	0
182	17*	17	66	0
183	33	24	42*	0
184	28*	18	54	0
185	25*	58	17	0
186	39	47*	13	0
187	50*	11	39	0
188	16	38	46*	0
189	24*	21	54	0
190	35*	20	46	0
191	25	63*	11	1
192	22	25	52	0
193	6	57*	37	0
194	28*	8	63	1
195	26*	27	47	0
196	35*	25	40	0
197	12	20*	68	0
198	12	39*	48	0
199	24	25	50*	0

Continued.

RESPONSES
(Continued)

ITEM NUMBER	ONE	TWO	THREE	OMIT
	Probably True %	Probably False %	Can't Tell %	
200	57	27*	16	0
201	19*	14	66	0
202	45*	20	36	0
203	19	21	59*	1
204	17	33*	50	1
205	39	43*	18	0
206	21	41*	36	2
207	29	17	54*	0
208	39	12	49*	0
209	50*	25	25	0
210	47	12	41	0
211	15	33	51*	0
212	14	37*	47	0
213	41	13	46*	0
214	15	22*	63	0
215	73*	3	24	0
216	73*	6	21	0
217	57*	12	31	0
218	7	83*	10	0
219	40*	13	47	0
220	40*	13	47	0
221	28	27	45*	0
222	21	24	54*	0
223	40	13	46	1
224	20	25	55*	0
225	28*	18	54	0
226	90*	3	7	0
227	46*	21	33	0
228	50*	13	36	1
229	13	64*	23	0

*Correct response used in computing scores.

The summary statistics on the Application of Principles Test are as follows:

N =	133
Efficiency	0.526
Mean Item Easiness	0.338
Mean Discrimination Index	0.245
Mean Correlation Coefficient	0.222
Mean	12.842
Median	12.467
Skewness	0.524
Kurtosis	0.151
Standard Deviation	3.829
Standard Error	2.736
KR-20 estimate of reliability	0.489

These results indicated the following positive features:

- (1) The Efficiency is fair.
- (2) The Mean Item Easiness indicates the items are of appropriate difficulty.
- (3) The Kurtosis indicates the curve height is fairly normal.
- (4) The Standard Deviation shows a good distribution.

In addition, the following results indicated a need for improvement:

- (1) The Mean Discrimination Index indicates poor discrimination.
- (2) The Mean Correlation Coefficient indicates low relationship with the total test score.
- (3) The Standard Error of Measurement is poor.
- (4) The KR-20 estimate of reliability indicates a poor reliability.

ITEM ANALYSIS
(N = 133)

RESPONSES

ITEM NUMBER	1 %	2 %	3 %	4 %	OMIT %
1	54*	2	22	23	0
2	26	11	41*	23	0
3	2	28	58*	13	0
4	6	45*	23	26	0
5	68*	11	8	11	0
6	10	23	26*	41	0
7	35	31	11	23*	0
8	13	19*	25	43	0
9	59*	17	18	6	0
10	14	29*	43	14	0
11	36	18	31*	14	0
12	18	21*	42	19	0
13	29	30*	11	29	0
14	16	20	18	45*	0
15	29	26*	14	30	0
16	13	19	26	42*	0
17	39	26	13	22*	0
18	11	21*	20	48	0
19	40	29*	6	24	0
20	17	25	14*	43	0
21	57*	5	18	20	0
22	12	9	20	59*	0
23	36	17	18*	27	1
24	14*	13	29	43	1
25	36	17	30*	17	1
26	18	24	27	30	0
27	44*	26	20	9	1
28	17	22	34*	27	0
29	33	33*	14	20	0
30	10*	28	25	38	0
31	51	17	21*	11	0
32	13*	20	30	38	0
33	18	33	14	35*	0
34	9	21*	24	46	0
35	30	13	47*	9	1
36	29*	14	22	35	0
37	36	38*	12	13	1
38	13	20	18	47	3

*Correct response used in computing scores.

DISCUSSION

Taba reported reliability coefficients of .45 to .69 on the Social Studies Inference Test. The present study's reliability was determined to be .614, well within the limits reported by Taba. The new stories were apparently easier than the original stories and therefore should be placed at the beginning of the test. Because the Kuder-Richardson formula 20 estimate of reliability is fair, further research needs to be conducted on the efficiency, mean discrimination index, and a review of the validity of the test. In conclusion, the results of this study are similar to Taba's 1966 report.

The Application of Principles Test had pre- posttest odd-even correlation coefficients ranging from .60 to .73. The Kuder-Richardson formula 20 estimate of reliability in this study was .489. Because of poor reliability, further research is needed in order to resolve this problem. Efficiency and the discrimination index need to be checked.

Additional research needed.

The following additional research should be considered:

- (1) Additional field testing in various locations, i.e. different states, socio-economic levels, grade levels.
- (2) Development of tests for grades 1-2-3.
- (3) Continued development of stories.

SOCIAL STUDIES INFERENCE TEST

Developed by Hilda Taba - 1966
Modified by Kenneth Wulff - 1976

Explanation to students:

This booklet has some stories. After each story there are some sentences about the story. First, I will read the story out loud to you and you can follow along in your booklet. Then I will read each of the sentences and you are to decide whether the sentence is probably true, probably false, or if you can't tell whether it is probably true or false.

Decide on an answer for each sentence that I read to you. Mark your answer with a heavy black mark. If you think the answer is probably true, mark in the space under 'A'. If you think the answer is probably false, mark in the space marked 'B'. If you can't tell from the story whether the sentence is probably true or probably false, mark in the space under 'C'.

For some of the sentences "probably true" may be the correct answer.
For some of the sentences "probably false" may be the correct answer.
For some of the sentences "can't tell" may be the correct answer.

Example:

Mr. Jones was a farmer in the midwest. When he heard about the discovery of gold in California, he left his family and went to California.

1. Mr. Jones went to California with his family.
2. Mr. Jones went to California because he did not like the place in which he lived.
3. Mr. Jones went to California to look for gold.
4. Mr. Jones will find gold in California.

GROUP A AND GROUP B

This is about two groups of people, Group A and Group B.

Group A hunt and fish to get food. They often have to move because the herds of animals move from place to place.

Most of Group B are farmers. However, many of them make simple tools. The toolmakers trade the tools to the farmers in exchange for food.

- 161. Group B are more likely to build schools for their children than Group A.
- 162. Group A and Group B live in Africa.
- 163. Group B have machinery.

EASTLAND AND WESTLAND

Two countries, Eastland and Westland, are next to each other. The people of Eastland have developed modern industry. They are well educated. There are colleges that train doctors, lawyers, engineers, and business men. The people who live in Westland lead more simple lives. Mostly they work on their farms. Some of them make baskets and jewelry. Their goods and farm products are traded to the Eastlands in exchange for manufactured items. There is a valley near Eastland and Westland. People from Eastland and Westland are going to live together in this valley.

- 164. The Westlanders in the valley will become more like the Eastlanders, but the Eastlanders will not become like the Westlanders.
- 165. The Eastlanders and the Westlanders speak the same language.
- 166. The Eastlanders and the Westlanders live together in the valley because all of their land has been used up.

MR. ANDERSON'S GROCERY STORE

Mr. Anderson owns a grocery store. Often, in the last few weeks, he has not had enough bread for his customers. It has been an unusually dry season in the area and the wheat crop has not done well this year.

- 167. The delivery trucks have broken down so Mr. Anderson is unable to get bread.
- 168. There was as much rainfall this year as last year.
- 169. The bakers have been very busy this year.
- 170. Mr. Anderson will start baking his own bread.
- 171. They are using the wheat to make other things this year rather than for making bread.
- 172. Mr. Anderson will close his store until more bread is baked.
- 173. The wheat crop was of poor quality.
- 174. The price of bread is higher this year than last year.
- 175. More wheat will be harvested this year than last year.

PEOPLE A AND PEOPLE B

People A: The vote had been very close. A number of the representatives did not like the outcome. They decided to go back to their districts and ask the people for support. This was the fourth vote on which the President had been defeated.

People B: The Chief of People B asked his council for advice and then he told his people what he had decided. The people listened to their Chief. When he was through talking, they cheered.

- 176. People A and People B have the same system of government.
- 177. The representatives of People A are selected by the President.
- 178. People A will re-elect the representatives who voted for the bills the President supported.
- 179. The Chief of People B knew his people would do what he wanted them to do.
- 180. Most of the representatives of People A agreed on the issue that they had just voted on.
- 181. People B vote for the members of the council.

MR. EDWARDS' FARM

Mr. Edwards' farm was in the valley. He had just finished planting his seeds. He could see the snow on the mountains. He hoped the snows would not melt too fast. The fire last summer burned most of the trees on the mountainside.

- 182. More water will flow into the valley this year than last year.
- 183. Mr. Edwards' seeds will die of frost.
- 184. Topsoil from the mountain will be washed down into the valley.
- 185. Mr. Edwards planted his seeds after the snow fell.
- 186. Mr. Edwards' farm is on the mountainside.

SEAL HARBOR

The city of Seal Harbor is a rapidly growing transportation center. It has been served by planes, railroads, and ocean-going ships. It has just improved the airport and extended the runways so it can serve the largest and fastest jet aircraft.

- 187. More business and new businesses will be attracted to Seal Harbor.
- 188. Propeller planes will not be used very much at the Seal Harbor airport.
- 189. Trade with other cities will be increased.
- 190. Salaries in Seal Harbor will increase.

HENRY AND TARO

Henry's father is a farmer. Henry is twelve years old. During the week Henry goes to school and he wants to become a teacher. On weekends he works on the farm and has learned to drive a tractor. His father is happy that Henry wants to become a teacher.

Taro is also twelve years old. Taro's father is a hunter. Taro's grandfather also was a hunter. Taro is learning to hunt from his father. Many times on the way home from hunting Taro stops to watch the fisherman. One day Taro asked his father, "Can I become a fisherman?" Taro's father said, "No, because I am a hunter."

191. Henry's father wants Henry to become a farmer.

192. Henry's grandfather was a farmer.

193. Taro will leave the tribe and become a fisherman.

194. Taro's sons will become hunters.

THE PICKER

Three months after the Picker had been invented, more flander had been picked than for all of the year before. All of the machines at the textile mills were working day and night. Six months after the Picker had been put to use, the mills realized that they could not process the amount of flander sent to them.

195. Flander is used in making cloth.

196. The mills will change the way they process flander.

197. Less flander will be grown next year.

MR. KEITH'S LAND

Thirty years ago Mr. Keith bought a thousand acres of farmland. Many new industries have developed in the city nearby. About ten years ago Mr. Keith sold half his farmland to people who build homes. Last year Mr. Keith sold two hundred acres more and many homes have already been built on this land.

198. The people who bought the houses are coming to work on Mr. Keith's farm.
199. Mr. Keith will sell the rest of his farmland to the people building homes.
200. Mr. Keith still owns half of the farmland that he bought thirty years ago.
201. Mr. Keith sold his farmland for more money than he paid for it.
202. They are building houses for the people coming to work in the industries.
203. The people who had worked on Mr. Keith's farm went to work for industry.
204. The people who bought Mr. Keith's farmland were farmers.

BLUE ISLAND

Blue Island has just been discovered in the Pacific Ocean. The natives of this island cannot read or write. Most of them are farmers. Some are fishermen who get fish from the ocean. Several food companies in California want to get the fish from the ocean around the island. These companies will send fishing boats from California and build a cannery on the island. Many people will be needed to work in the cannery.

205. Most of the islanders are fishermen.
206. The islanders will build fishing boats for the people who own the cannery.
207. The islanders will become wealthy from the fishing industry.
208. The natives will be happier because of the cannery.

MR. HARVEY'S SPEECH

Mr. Harvey spoke to the Founders Club last night. Here is part of what he said:

"In the early days of our country many people settled here from other countries. They came here to establish a way of life that was better than they had in their own countries. They helped build a strong America because they believed in America. Today the foreigners who come here do not seem to appreciate the freedom and opportunity America offers them. We ought to be more careful about who we let in and require a promise of these foreigners before we accept them."

- 209. Mr. Harvey feels that people who make a promise can be trusted.
- 210. Mr. Harvey had studied a great deal about America.
- 211. Mr. Harvey is running for political office.

THE ROMEROS

Mr. and Mrs. Romero remembered the day they landed at the airport in Miami, Florida. They had been married only two months when they arrived from Cuba. America was a strange land to them. Mr. Romero worked hard for many years so his children could go to school. Juan, the oldest child, is now in college and will one day become a lawyer.

- 212. The Romeros came to America last year.
- 213. Juan is proud of his father.
- 214. The Romeros will return to Cuba to live.

VOTING

This is the year we vote for president! The people who would like to be president have tried to explain why we should vote for them. Phyllis Brown, who just turned eighteen, will have her first chance to vote.

- 215. Phyllis Brown will vote.
- 216. The election will take place this year.
- 217. It is important to vote because those elected represent us.
- 218. Phyllis Brown must be twenty-one (21) years old in order to vote.
- 219. Information about the candidates has been provided to the voters.

MR. O's CONSTRUCTION COMPANY

Mr. O has a large construction company in a very big city. He has been in the construction business for over twenty years. His methods of construction are old -- but they work.

Mr. O's son is a recent college graduate. In college he learned new and shorter methods of construction. He wants to take over his father's business.

- 220. Mr. O's son will take over the business.
- 221. The son's methods of construction are better than the father's methods of construction.
- 222. Mr. O learned the construction business from his father.
- 223. Mr. O has many men working for him.
- 224. The son worked for his father before going to college.

SOCIAL STUDIES TEACHERS

Social Studies teachers help students to learn about people and how these people get along with each other. Many different books are used to explain some important problems we face. Some examples of problems would be pollution, energy crisis, and overpopulation. Social Studies teachers use pictures, movies, field trips, slides, tape recordings, records and documents to help students understand about man.

- 225. Students like social studies.
- 226. Learning about people is important.
- 227. Unemployment (people not working) is another problem we need to discuss in social studies classes.
- 228. Social Studies teachers like to learn about man.
- 229. All we talk about in social studies classes are man's unsolved problems.

APPLICATION OF PRINCIPLES TEST

Developed by Hilda Taba - 1966

Modified by Kenneth Wulff - 1976

Explanation to students:

This booklet has some stories. After each story there is an incomplete sentence. Below this sentence there are four reasons which can be used to complete the sentence. First, I will read the incomplete sentence and the four reasons and you are to decide which reason is the best one that completes the sentence. After you have decided which reason is best, pick the reason you think is next best.

You are to mark your answer on the separate answer sheet.

To show the reason you like best, mark in one of the boxes, A, B, C, or D next to "1st", like this:

	A	B	C	D
1. 1st	☒	☐	☐	☐

In this example, "C" was marked next to "1st" because it was selected as the best reason:

To show the reason you like second best, mark in one of the boxes, A, B, C, or D next to "2nd", like this:

	A	B	C	D
2. 2nd	☐	☐	☒	☐

In this example, "C" was selected as the first choice, and "A" was selected as the second choice.

DAVID

David lives in California. His father is a farmer. David's father did not go to college. When David was a little boy he worked on the farm and his father taught him how to drive a tractor. David could do everything on the farm very well. David wanted to become a teacher. David's father was very happy when David went to college to learn how to be a teacher. David now teaches the sixth grade in a big school in New York City.

1. & 2. It was possible for David to become a teacher

- A. because in this country a person can choose to learn the kind of work he is interested in.
- B. because in this country you need teachers to teach farmers how to use machinery.
- C. because in this country people do not have to have the same occupations as their fathers have.
- D. because in this country anyone who works hard can become anything he wants.

3. & 4. David's father wanted David to go to college and learn to be a teacher

- A. because in this country there are not as many small farms as there used to be.
- B. because people who have not gone to college want their children to go to college.
- C. because in this country a college education is important.
- D. because people who teach are more important to a country than people who farm.

THE PEOPLE OF COLOMBO
and
THE PEOPLE OF HARMAN

The people who live in the country of Colombo have always gotten their food by hunting and fishing. The people lived quietly and peacefully and had very few visitors from other countries. One day someone discovered that there was iron ore in the mountains. The people did not know how to get the iron ore out of the mountains and they did not have machinery. The people in nearby Harman country heard about the new discovery in Colombo. They brought in engineers and equipment to get the iron ore out of the mountains of Colombo.

5. & 6. After the people of Harman came to Colombo the Colombo people learned how to do many things

- A. because people from one country can learn ideas and skills from people of another country.
- B. because the use of metals is important in developing a country's resources.
- C. because when skilled people and machinery come into a country they cause changes.
- D. because new ways of doing things are better than old ways.

7. & 8. The mining of ore has become Colombo's main occupation

- A. because people who have hunted all of their lives want to learn how to do the new things.
- B. because the development of a country's resources will allow them to buy many things they need.
- C. because using natural resources requires a great deal of knowledge.
- D. because the discovery of natural resources brings about changes in a people's way of life.

PAMBO AND TOM

Pambo is twelve years old. There are no schools where Pambo lives. He does not read or write. He fishes with his father every day. Pambo is learning to make canoes from tree bark. His father teaches him many things and is proud of how well Pambo can do them.

Tom is also twelve years old. He works hard at school and gets good grades.

When he comes home from school he reads his books so that he will learn things that will help him.

One day Pambo and his family moved to the city where Tom lives. Pambo and Tom became good friends.

9. & 10. Tom helps Pambo to learn to read but Pambo does not teach Tom how to build canoes.

- A. because certain things that are important in some cultures are not important in others.
- B. because people of modern cultures tend to teach the people of primitive cultures instead of learning from them.
- C. because a newcomer to a culture has difficulty in learning the ways of that culture.
- D. because people who come from primitive cultures are not as smart as people living in modern cultures.

11. & 12. Pambo's father will have a hard time finding a job

- A. because people from primitive cultures cannot learn the skills necessary to do jobs in modern cultures.
- B. because canoes are used very little in modern culture as they have faster forms of transportation.
- C. because skills that are highly needed in one culture may not be needed in another culture.
- D. because older people have a harder time finding jobs than do younger people.

MR. JONES

Mr. Jones and his family had always lived in a small town in the eastern United States. Mr. Jones was a clerk in a small grocery store. Then a large supermarket chain store bought the store and Mr. Jones was out of work. More and more people now buy from supermarkets. Mr. Jones and his family moved to a big city to look for a job.

13. & 14. Moving to a big city was a wise move for Mr. Jones

- A. because people who move to cities usually do not have difficulty in finding jobs.
- B. because in cities you can find new ways to use skills that you have.
- C. because in cities newcomers can meet many people and make new friends.
- D. because in cities there are many jobs needing skills like those of a grocery clerk.

15. & 16. Mr. Jones may have a hard time finding a job in the city

- A. because it is not easy to find your way around in a big city.
- B. because skills that may be useful at one time may not be needed at a later time.
- C. because people who have lived in small towns all of their lives usually do not know how to do many things.
- D. because today more businesses are operated by large companies rather than by individuals.

THE MACHINE COMPANY

There are 100 people employed by a machine company. Here are four of them and their jobs.

Mr. Winston's job is to pour melted steel into a mold which makes parts for a machine.

Mrs. Smith's job is to make holes in the machine part.

Mr. Adam's job is to put the wheels on the frame.

Mr. Thomas' job is to paint the machine.

17. & 18. Each person has a different job in this factory

- A. because each job in the factory depends upon the work of others.
- B. because it is easier to train or replace a person who does just one thing.
- C. because one person cannot be skilled in more than one job.
- D. because each person can produce more if they have fewer skills to perform.

19. & 20. The company can make more money

- A. because, by giving each person a different job, each person can work at his/her own speed.
- B. because, by giving each person a different job, the same number of people can produce more in less time.
- C. because, by giving each person a different job, the company can pay less to the people who have unskilled jobs.
- D. because, by giving each person a different job, all people are working at the same time.

FARMER JIM AND FARMER TOM

Farmer Jim lived a long time ago. He raised food for his family, chopped trees to build his own farm house, and had his own horse to pull his plow. He rode his horse to Georgetown once a month to get supplies.

Farmer Tom, who has a farm today, hired carpenters to build his farm house. He has a machine to cut wheat which he sells to other people to make flour. He owns a truck which he drives to Georgetown every week.

21. & 22. Farmer Tom did not build his farm house himself

- A. because today people are hired to do jobs for which they are highly trained.
- B. because today farmers do not know how to build houses.
- C. because many years ago farmers were able to get their own wood from the forests.
- D. because today house-building requires a number of skills.

23. & 24. Farmer Tom goes to town more often than Farmer Jim did

- A. because modern farmers cannot make all of the things that they need to run their farms.
- B. because today farmers replace their machines often.
- C. because modern farmers depend on what the city provides.
- D. because modern farmers must get their farm products to market faster than they used to.

MONA COUNTRY

The people who live in Mona country have always been farmers. The land is very good for raising cotton and almost all of it is cotton fields. There are large plantations in Mona Country. Most of the workers work in the cotton fields. There is poor transportation in and out of Mona country because it is cut off from the sea by a high range of mountains. Almost all of the cotton is carried out by small trucks that can go over the mountains to the seaport.

25. & 26. The people in Mona country probably have a low standard of living

- A. because most of the people in a one-crop country do the same kind of work.
- B. because, in one crop countries, all of the people make about the same amount of money.
- C. because it is harder to improve things in a one-crop country than in one that has a lot of resources.
- D. because, in one-crop countries, large land owners do not want to change the way the people live.

27. & 28. If Mona country decides to improve its standard of living, it will have problems

- A. because the fewer the resources a country has, the harder it is to improve the standard of living.
- B. because it takes a lot of money and no-one can make very much money raising cotton.
- C. because it is hard to make improvements in a one-crop country.
- D. because rich land owners travel a great deal and leave managers in charge of their land.

29. & 30. Mona country is offered aid from another country which wants to help Mona to develop its mineral resources. This aid is going to cause problems in Mona country

- A. because, in a one-crop country, the owners of the farms will not want the people to leave the farms to work in the mines.
- B. because people who have always lived in the same way will probably not want to change quickly.
- C. because people who have always worked in the cotton fields will not be able to learn how to do anything else.
- D. because it takes a lot of machinery to develop mineral resources.

31. & 32. If Mona country does begin to develop industries, they will have more people living in cities

- A. because the people can earn more money working for industry.
- B. because the farmers will be able to drive from their homes in the cities to their farms.
- C. because cities usually develop where there are industries.
- D. because the skills of farmers can easily be used in industry.

OHIO AND IOWA

Many people who live in the state of Ohio work in industries. Ohio is a big, busy state. Many of the people who work in Ohio industries start working after finishing high school.

Many people who live in the state of Iowa work in farming. Iowa is a food producing state. Many of the people who work producing food start working while still in school.

33. & 34. Many people in the State of Ohio work in industries

- A. because in this country people who work in industries are happier than people who work on farms.
- B. because of the ready supply of raw materials and people.
- C. because there are many schools to attend.
- D. because there is more opportunity to work in an industry than on a farm.

35. & 36. Farming has become important in Iowa

- A. because there are few factories.
- B. because older people are good citizens.
- C. because of the availability of rich, fertile farm land.
- D. because of the development of cities.

MAINE

Maine has a population of 1,000. The small, quiet village is located near a large city. Recently builders started construction of apartments and homes in Maine.

37. & 38. Industry will develop in Maine because

- A. more people work in industries today.
- B. as a town increases in population there is usually an increase in industry.
- C. business in the area will cause high prices.
- D. there will be more demand for industrial products.